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meteorology, entomology, the work of two orchestras, a choir, life saving, riding, shooting, skating, pets, boxing, fencing (compulsory for senior girls!), golf, fives, dancing, and excavating. The neighborhood contains many old Roman villas, some of which have already been worked out and reported. Others are now being excavated under the direction of an old Bedalian who has had his training, by the way, in the Massachusetts Institute of Technology and Cambridge University. Lines of fortification, walls, pottery, nails, glass, and bones have been found. There are excellent illustrations, also examples of serious and humorous work by students and members of the corps.

The alumni record shows men and women in valuable service throughout the British Isles, in India, Australia, South Africa, and British Columbia.

Newark in the Public Schools of Newark. A Course of Study on Newark: Its Geography, Civics, and History, with Biographical Sketches and a Reference Index. Prepared by J. WILMER KENNEDY, Assistant Superintendent of Schools. Published by the Board of Education, Newark, N.J.

"The helpful kind of patriotism is the kind that grows out of a knowledge of one's town, of her growth, her people, her government and her needs." "Newark has been studied in the schools for several years. It now occupies a prominent position in the curriculum. The important place now given it is due to the rapid growth among our citizens in recent years of interest in the city's welfare, beauty, and healthfulness." These extracts are from an introductory note by the city librarian, John Colton Dana, who has been no small factor in the social progress of the community during the past decade.

One section of the book is given to Geography for grades 3A, 4A, and 7A. In the last named grade the divisions are Newark "(a) as a type of the manufacturing and commercial city, (b) as part of New York and the Metropolitan District in New Jersey, (c) as offering special advantages for residence and trade."

Part II deals with Civic Hygiene and Civics for grades 4B, 4A, 5A, and 5B, with syllabi on the "Sanitation of the School," "Experience of Other Cities in Cleaning Streets," "Parks," "Playgrounds," "Pure Food Laws," "Labor of Women and Children," and "Quarantine."

For grades 6B, 6A, 7B, 7A, 8B, and 8A are prepared syllabi on "The Community as a Social Group," "Patriotism," "Government as an Organized Community Action," "Billboard Nuisance," "Shade Trees," "What Taxes Do," and similar subjects. There is an outline of the city government including a discussion of Government by Commission.

Part III is entitled "Biography, History and Literature." "Historic Spots," "Leading Events," and "Literary Landmarks" are included.

There is an excellent index which shows the encyclopedic range of topics accessible for study.

This book is intended for elementary schools but it may well serve as a model on which can be worked out a text for high and normal schools on similar lines. No greater service can be rendered a community through its adolescent members than by aiding them through intimate knowledge of the home community to an appreciation of larger citizenship.

TRAINING SCHOOL FOR TEACHERS
BALTIMORE, MD.

FRANK A. MANNY

How New York City Administers Its Schools. By ERNEST CARROLL MOORE. Yonkers, N.Y.: World Book Co., 1913. Pp. 321. With an introduction by PAUL H. HANUS.

This is one of the reports made in connection with the "School Inquiry" conducted in the city of New York during 1911 and 1912, under the direction of Professor Paul H. Hanus, of Harvard. To Professor Moore was assigned the work of investigating the organization, work, and status of the Board of Education, and the local school boards, for the city. The report of Professor Moore, when completed and submitted, was "rejected" by the Committee on School Inquiry of the Board of Estimate and Apportionment of the City of New York, the body which had authorized the inquiry. After much newspaper criticism of this action, the report was later on published in the *City Record*, but with the concluding chapter, containing the specific recommendations, omitted. The report has now been republished by the World Book Co., in good form and in an attractive binding. Besides the full report of 237 pages, there are added four appendices, covering 84 pages, and including the now famous "two hundred and forty-one questions" submitted to Professor Moore by Chairman John Purroy Mitchel, ostensibly to ascertain on what facts and evidence the allegations and conclusions of the report were based, with Professor Moore's answers to each. These questions and answers form interesting reading, as they reveal very clearly the lack of understanding of the committee and the motives which actuated the so-called "rejection" of the report.

This report is one of the most important and valuable of all those issued in connection with the New York School Inquiry, and will prove to be interesting reading to all who are interested in the problems of city school administration. In a series of eighteen chapters Professor Moore has set forth clearly and forcibly the present situation in the administration of the schools of New York City, and shows how completely the administration is conducted by what he calls "a paralyzed arm." The school system of the city, by both the law and the decisions of the courts declared to be an institution of the state, he shows, to a degree indeed surprising, has by rules, regulations, and charter requirements been subordinated to the control of the city hall and its influences, with all that this in this particular city implies. The machinery of administra-